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ABSTRACT

This information sheet describes Reading and Writing, one of four streams or subject areas offered in the Certificates in General Education for Adults (CGEA) in Australia. The stream is organized around the four main social contexts in which individuals function within society: family and social life, workplace and institutional settings, education and training contexts, and community and civic life. There are eight learning outcomes in each Reading and Writing Module, four related to writing and four to reading. The assessment criteria give the detailed criteria for satisfying the learning outcome. In the Reading and Writing Modules, all the assessment criteria must be covered in one task or activity, although activities/tasks may take place over a period of time. The assessment criteria are grouped under headings which make the organizing principles explicit. The assessment criteria for writing are grouped according to writing process, purpose, structure, length or complexity, and mechanics. The assessment criteria for reading are grouped according to purpose, comprehension, application and critique. Information is provided on writing assessment and reading assessment criteria. The conditions of assessment describe the conditions under which assessment should take place. For each learning outcome, information on the content and knowledge underpinning the learning outcome is included. Examples of assessment activities/tasks are included for each learning outcome. Descriptions of the four levels of the CGEA conclude this publication. (YLB)

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The Reading & Writing Stream
CGEA Information Sheet No. 3

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CGEA

information sheet no. 3

The Reading & Writing Stream

Reading and Writing is one of the four streams or subject areas offered in the Certificates in General Education for Adults (CGEA).

Purposes and functions of reading and writing

The Reading and Writing Stream is organised around the four main social contexts in which we function within Australian society:

- family and social life;
- workplace and institutional settings;
- education and training contexts; and
- community and civic life.

Literacy occurs in all these social contexts and four domains or areas of literacy practice have been identified as corresponding with these social contexts:

- **Literacy for self expression:** focuses on aspects of personal and family life, and the cultures which shape these
- **Literacy for practical purposes:** focuses on forms of communication mainly used in workplace and institutional settings and in communications with such organisations
- **Literacy for knowledge:** focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training
- **Literacy for public debate:** focuses on matters of public concern, and the forms of argument, reason and criticism used in the public arena.

For people to be able to actively participate in the four social contexts they need to have competence in all the domains. But these four domains of literacy should not be seen as separate or autonomous.

Each literacy domain contains traces of other domains.

However, some genres, or types of texts, are more likely to be found in certain domains. For example, instructions and procedures are genres more likely to be found in literacy for practical purposes, and a narrative is more likely to be found in the domain of self expression. But genres cross domains. For example, narratives may also be found in the domains of knowledge and public debate.

In the Reading and Writing Stream the domains provide a framework by which learners can become aware of different genres or text types. Students can learn the skills to use the genres within different social contexts or areas of social practice. In the teaching situation, emphasis should therefore be given to ensuring language activities are placed in a social context and that learners are given the opportunity to gain a greater understanding of the reading and writing demands of that context.

Inside the framework - the learning outcomes

There are eight learning outcomes in each Reading and Writing Module, four relate to writing and four to reading. They are based on the literacy domains.

Although the learning outcomes address only one domain at a time, learners and teachers will find that most texts include more than one domain.

Learners must demonstrate competence of all learning outcomes in a module.

Assessment criteria

The assessment criteria give the detailed criteria for satisfying the learning outcome. The learning outcome is achieved when the learner can demonstrate competence in all the assessment criteria. In the Reading and Writing Modules all the assessment criteria must be covered in one assessment task or activity, although activities tasks may take place over a period of time.

In these Modules the assessment criteria are grouped under headings which make the organising principles explicit. The assessment criteria for **writing** are grouped according to writing process, purpose, structure, length/ complexity and mechanics.

The assessment criteria for **reading** are grouped according to purpose, comprehension, application and critique.

Writing assessment criteria

Learning outcome 2.3 Writing for Knowledge

Write a short report or explanatory text on a familiar subject

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

Writing process
(a) use the processes of planning, drafting and editing to produce written texts

Purpose
(b) use language and tone appropriate to text purpose and audience

Structure
(c) sequence and structure information and ideas coherently

Length/complexity
(d) write at least one paragraph

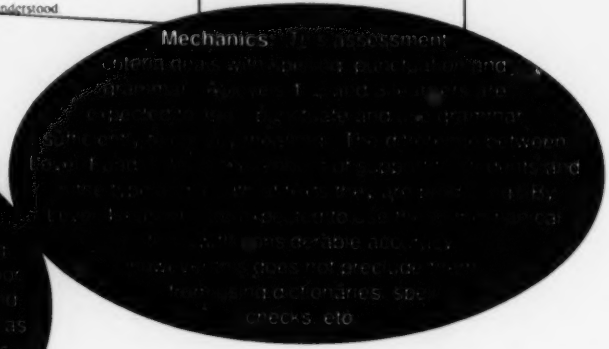
Mechanics
(e) spell, punctuate and use grammar sufficiently for the meaning of a text to be understood

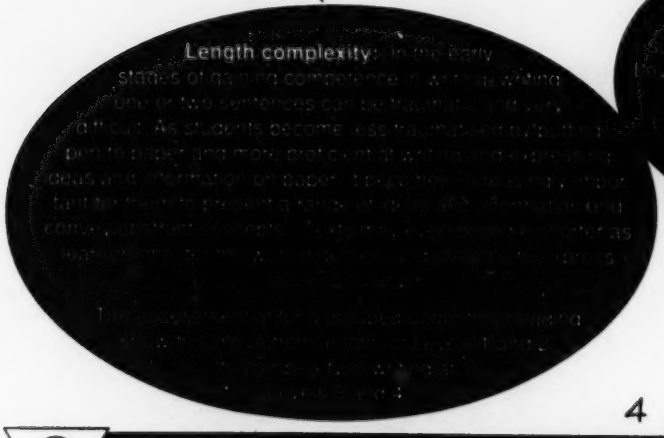
Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support, advice and modelling as required
- communication supports as required (eg. dictionary, personal word lists)
- model texts.

The subject matter will be everyday and may include some unfamiliar aspects.





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For further information about the CGEA please contact Jan, Louise or Dave at the Adult Basic Education Resource and Information Service, ARIS, Level 9, VUT Building, 300 Flinders St., Melbourne on (03) 9614 0255.
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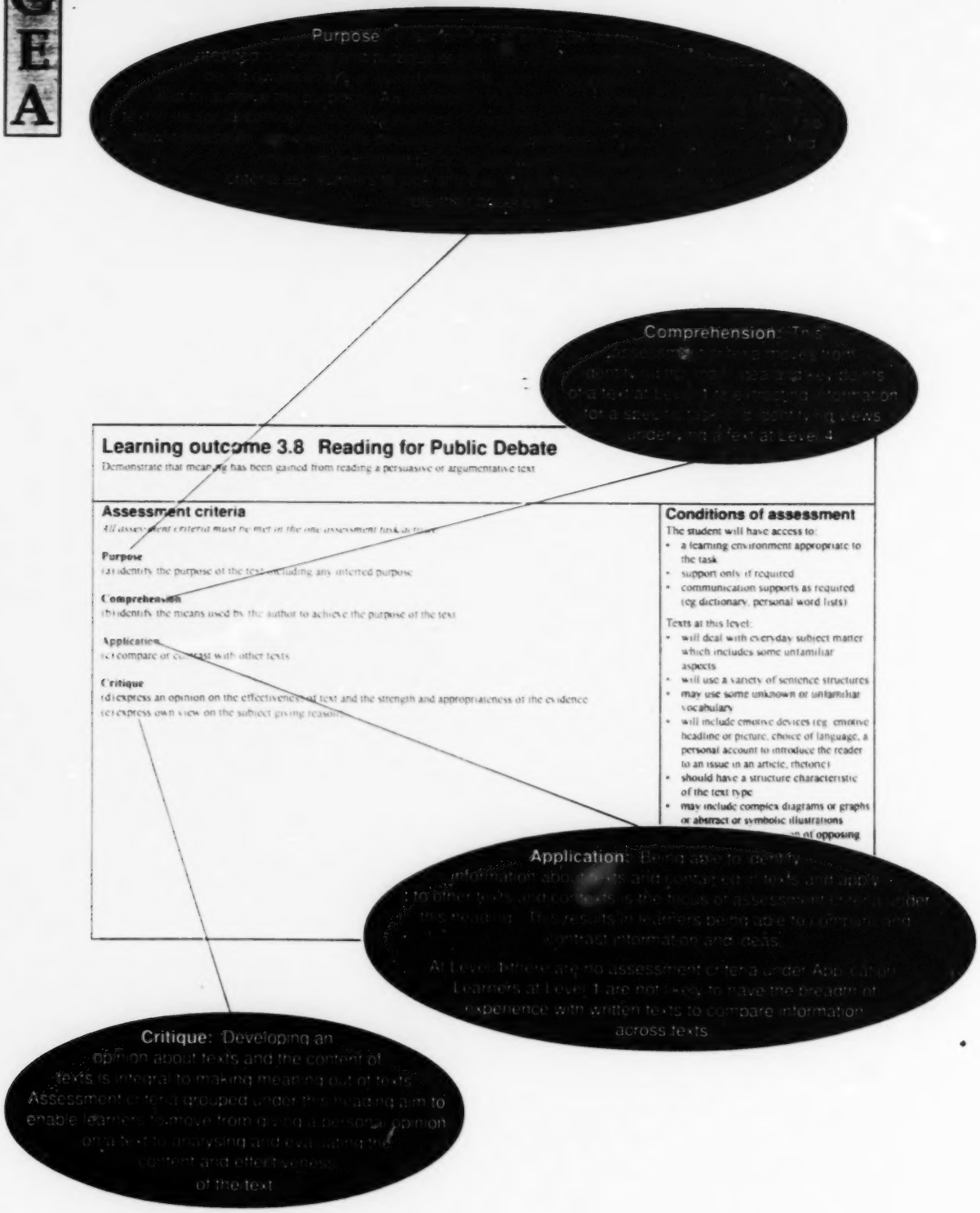
Reading assessment criteria


Purpose
Comprehension
Learning outcome 3.8 Reading for Public Debate
Demonstrate that meaning has been gained from reading a persuasive or argumentative text
Assessment criteria
All assessment criteria must be met in the one assessment task in front
Purpose
(a) identify the purpose of the text including any inferred purpose
Comprehension
(b) identify the means used by the author to achieve the purpose of the text
Application
(c) compare or contrast with other texts
Critique
(d) express an opinion on the effectiveness of text and the strength and appropriateness of the evidence
(e) express own view on the subject giving reasons
Conditions of assessment
The student will have access to:
• a learning environment appropriate to the task
• support only if required
• communication supports as required (eg dictionary, personal word lists)
Texts at this level:
• will deal with everyday subject matter which includes some unfamiliar aspects
• will use a variety of sentence structures
• may use some unknown or unfamiliar vocabulary
• will include emotive devices (eg. emotive headline or picture, choice of language, a personal account to introduce the reader to an issue in an article, rhetoric)
• should have a structure characteristic of the text type
• may include complex diagrams or graphs or abstract or symbolic illustrations
Application:
Critique: Developing an opinion about texts and the content of texts is integral to making meaning out of texts. Assessment criteria grouped under this heading aim to enable learners to move from giving a personal opinion on a text to analysing and evaluating the content and effectiveness of the text

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Conditions of assessment

The conditions of assessment describe the conditions under which assessment should take place. The conditions of assesment are consistent across all streams at a level. There is however, some customisation for each stream and variation according to the content area. For example, in the reading learning outcomes the conditions of assessment contain general guidelines about the type of texts students should read.

More support is allowed at Level 1 than at Level 4. The subject matter becomes unfamiliar and includes some abstract or technical concepts at Level 4, whereas at Level 1 it is grounded in the personal and familiar.

Content/underpinning knowledge

For each learning outcome information on the content and knowledge underpinning the learning outcome is included. Not all points listed need to be covered. The information is included to give greater depth to the learning outcomes and assessment criteria.

Assessment

Examples of assessment activities/tasks are included for each learning outcome. They do not spell out how all the assessment criteria are to be achieved. It is assumed that in the learning situation the teacher will ensure the assessment criteria are covered in the most appropriate way for the learner.

At the end of each module examples of integrated assessment activities/tasks are also included. These activities/tasks were provided by experienced teachers. They provide examples of how many learning and assessment activities cover a number of learning outcomes. They also highlight that integrated tasks are more likely to be grounded in a social context than tasks that cover only one learning outcome.

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The four levels

Level 1

The first level of the CGEA in reading and writing enables learners to develop the skills and knowledge to read and write simple texts. Texts at this level, both those read and generated by the learner, will mainly deal with personal and familiar subjects. Learners are introduced to the concepts that writing is a process and that texts have purpose. Learners need to distinguish the main idea expressed in the text and offer an opinion about a text, usually about the subject matter.

Level 2

At this level, texts read or written by the learner, will mainly deal with everyday subject matters but may include some unfamiliar aspects. At Level 2 learners use the writing process, often with support, are aware that texts are written for a purpose and an audience and apply this in their own writing. In reading, learners identify not only the main point of a text, but also some key details and express an opinion about the text as a whole and some of the details.

Level 3

The purpose of Level 3 of the Reading and Writing Stream is to enable learners to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level learners, once they have identified the audience and purpose of the text, use the writing process to produce texts that link several ideas or pieces of information. In reading, learners identify how, and if, the writer has achieved their purpose and express an opinion on the text, taking into account its effectiveness.

Level 4

This level of the CGEA focuses on developing skills for further study. The reading and writing module enables learners to develop the skills and knowledge to read and write complex texts. The texts will include some abstract concepts or technical details. Learners will produce texts that incorporate a range of ideas, information, beliefs or processes and use language appropriate to the type of text. In reading the learner identifies the views shaping the text and the devices used to present those views. The learner will also express an opinion on the effectiveness and content of the text.

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Adult Education in the Community

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